

Enduring Understanding:
What does the characteristic sound
of my instrument sound like and how
do I produce it?

MS Guitar

Topic:
Tone

Key Concepts:

- Posture
- Intonation
- Articulation

Key Vocabulary:

- hand position
- attacks
- release
- pitch

Create

S1C1 PO 104 - singing their own instrumental parts with good posture.
S1C2 PO 107 - demonstrating the basic embouchure, posture, and hand position appropriate for characteristic tone production on their instrument.
S1C2 PO 120 - recognizing when their instruments are in tune by listening to a given pitch.

Relate

S2C1 PO 107 - describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).
S2C1 PO 108 - analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.

Evaluate

S3C1 PO 110 - identifying whether an instrument/voice is in tune by listening to a pitch reference.

Sample Activities:

- tune the guitar by pitch matching
- learn the names of the strings
- hand position exercises
- play all strings in first position
- perform using correct sitting posture and appropriate hand positions

Enduring Understanding:

What is a chord?

MS Guitar

Topic:

Basic Chords

Key Concepts:

- Intervals
- Chords (major, minor, dominant)
- Strumming and arpeggio

Create

S1C2 PO 109 - playing exercises from memory at appropriate level.
S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.
S1C5 PO 106 - identifying steps, skips, and repeated notes encountered in the repertoire.
S1C5 PO 107 - explaining the function of the key signatures and accidentals.

Sample Activities:

- Rote learning of chords
- Relate to written notes
- Rhythm exercises on each scale tone
- Vary speed of exercises
- Basic Songs
- Notation exercises
- Identify and use P-I-M-A

Key Vocabulary:

- whole step
- half step
- leap
- octave
- major chord
- minor chord
- dominant chord
- syncopation
- fret
- position
- technique
- chord symbols
- arpeggiation

Relate

Evaluate

Chord	Major, minor and Dominant
C	C Maj, c min and C7
G	G Maj, g min and G7
D	D Maj, d min and D7
A	A Maj, a min and A7
E	E Maj, e min and E7

Enduring Understanding:

How is music created and written?

MS Guitar**Topic:****Musicianship****Key Concepts:**

- Notation
- Form
- Key Signature
- Time Signature (4/4, 3/4, 2/4)
- Rhythm value (whole through 8th)
- Melody

Key Vocabulary:

- melody
- ostinato
- mood
- ascending
- descending
- forte
- piano
- allegro
- andante
- pitch
- phrasing

Create

S1C1 PO 102 - singing their own instrumental parts in tune with appropriate articulation, phrasing and dynamics.
 S1C1 PO 103 - singing rhythmic patterns of different meters.
 S1C2 PO 104 - identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.
 S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.
 S1C5 PO 102 - explaining the function of the following time signatures: 4/4, 3/4, 2/4, 6/8, cut time.
 S1C5 PO 103 - explaining and applying the terms encountered in the repertoire.
 S1C5 PO 105 - using appropriate terminology to describe and explain music encountered in the repertoire.
 S1C5 PO 106 - identifying steps, skips, and repeated notes encountered in the repertoire.
 S1C5 PO 107 - explaining the function of the key signatures and accidentals.
 S1C5 PO 108 - describing and playing simple musical forms as encountered in repertoire.

Relate

S2C1 PO 104 - recognizing the connections between music and other content areas as encountered in the repertoire.

Evaluate

S3C1 PO 106 - using appropriate terminology to describe and explain music.
 S3C1 PO 107 - identifying the elements of music in the repertoire.
 S3C1 PO 109 - identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.
 S3C1 PO 111 - identifying the expressive qualities (e.g., dynamics, tempo, phrasing, vibrato) of music.
 S3C2 PO 101 - identifying the characteristics that evoke a temperament or mood in a piece of music.

Sample Activities:

- Relate time signatures to fractions
- Relate note values to fractions and manipulatives
- Students write simple rhythmic melody
- Students write simple melodic melody
- Relate phrases to sentences
- Improvise melody over ostinato accompaniment

Enduring Understanding:

What does it take to perform successfully?

MS Guitar**Topic:****Performance****Key Concepts:**

- Communication
- Rehearsal
- Practice
- Components of performance
- Reflection (self and others)

Create

S1C2 PO 104 - identifying and playing individually and with others the following note and rest values while maintaining a steady beat: whole, half, quarter, eighth, dotted half, dotted quarter.
 S1C2 PO 108 - playing, on pitch, in rhythm, with appropriate articulation, dynamics, and tempo.
 S1C2 PO 113 - playing a varied repertoire from different genres at appropriate level (e.g., traditional, military, popular, folk).
 S1C2 PO 116 - playing together as an ensemble (e.g. tempo and balance).
 S1C2 PO 117 - playing by rote short rhythmic and/or melodic patterns, and/or intervallic while maintaining a steady beat.
 S1C2 PO 120 - recognizing when their instruments are in tune by listening to a given pitch.
 S1C5 PO 104 - playing expressively, on pitch and in rhythm, dynamics, phrasing, tempo markings encountered in the repertoire.
 S1C5 PO 108 - describing and playing simple musical forms as encountered in repertoire.

Sample Activities:

- Develop warm-up procedure
- Watch performance and practice etiquette
- Students reflect on own performance and reaction (in class performance and concert performance)
- Students reflect on observed performance and etiquette of performers and audience

Key Vocabulary:

- expression
- section
- warm-up
- etiquette

Relate

S2C1 PO 103 - recognizing composers' motivations for creating the music being performed by the students.
 S2C1 PO 107 - describing and applying the physical factors essential to playing/singing within the repertoire (e.g., posture, breathing, fingerings, bowings).
 S2C1 PO 108 - analyzing and applying the effect the voice/instrument's physical properties has on its sound as student skill level increases.
 S2C2 PO 104 - identifying and applying appropriate audience behavior in the context and style of music being performed.
 S2C2 PO 105 - identifying the composers of the works being sung/played.
 S2C2 PO 107 - identifying the musical characteristics that make a piece of music appropriate for a specific event or function.
 S2C3 PO 104 - identifying and explaining music preferences (I like it because...).

Evaluate

S3C1 PO 103 - identifying the sounds of the instruments/voices specific to their ensemble.
 S3C1 PO 106 - using appropriate terminology to describe and explain music.
 S3C1 PO 109 - identifying their role (e.g., melody, harmony, accompaniment, foreground/background) within the texture of the ensemble.
 S3C1 PO 112 - listening to musical examples with sustained attention.
 S3C2 PO 102 - using teacher specified criteria to evaluate a musical performance.
 S3C2 PO 103 - showing respect for personal work and the work of others through appropriate critique.
 S3C2 PO 104 - evaluating the effect of audience and performers' behavior on the performance.
 S3C2 PO 105 - reflecting on the experience(s) of their performance and the performance of others.

Enduring Understanding:

How do I properly care for my musical instrument?

MS Guitar

Topic:

Care and Maintenance

Key Concepts:

- Handling
- Assembly
- Instrument Nomenclature
- Cleaning
- Maintenance

Create

S1C2 PO 101 - properly assembling and identifying the various parts of their instruments.
S1C2 PO 102 - demonstrating proper care and maintenance of their instrument.

Sample Activities:

- basic visual analysis
- develop assembly and disassembly procedures
- identify the parts of the guitar

Key Vocabulary:

- *Components and terminology specific to the instrument*
- Fretboard
- polishing cloth
- guitar polish
- string winder
- pitch pipe

Relate

Evaluate